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ABSTRACT

This study was conducted to identify problems teachers face in using English as the language of instruction in the early grades of Zambian primary school, and to investigate the difficulties young pupils meet because of learning through English rather than through their mother tongue. The first chapter sets forth the historical background of the use of English in the schools. In the second chapter, the practical realities of using English at the primary level of instruction are discussed, focusing on the production and distribution of instructional materials and classroom problems. It is pointed out that children find it difficult to grasp new concepts presented in a language that is strange to them. Chapter 3 outlines data collection methods, and explains the uses and functions of the questionnaires submitted to teachers and the rationale for classroom observations. Chapter 4 presents an analysis of the questionnaire results, and discusses findings on teachers' personal attitudes toward teaching in English, problems they face, usefulness of teaching materials, and success of English as the language of instruction. The recommendation is made that children be instructed in their mother tongue for the first two years of schooling. (JD)

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FIDELIS MWINLEMBO MUNUNGWE:

THE USE OF ENGLISH AS A MEDIUM OF INSTRUCTION IN THE FIRST THREE GRADES OF ZAMBIAN PRIMARY EDUCATION.

1982

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This research project was undertaken as part of a training programme jointly organised on behalf of the African Curriculum Organisation (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi, and the German Agency for Technical Cooperation (GTZ).

THE USE OF ENGLISH AS A MEDIUM OF INSTRUCTION IN THE FIRST THREE GRADES OF ZAMBIAN PRIMARY EDUCATION.

SUBMITTED TO THE FACULTY OF EDUCATION OF THE UNIVERSITY OF NAIROBI IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF POST-GRADUATE DIPLOMA IN SYSTEMATIC CURRICULUM DEVELOPMENT - UNIVERSITY OF NAIROBI, 1982.

BY

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PREFACE

This study report is part of the work which the writer undertook for his "Post-graduate Diploma Course in Systematic Curriculum Development" starting from August, 1981 to August, 1982. The course was organized and run on behalf of the "African Curriculum Organization" (ACO) by Kenya Institute of Education (KIE), The University of Nairobi and the German Agency for Technical Co-operation (GTZ).

In choosing the problem for the study, the writer was motivated and inspired by the work he was doing in the English Department at the Curriculum Development Centre of his home country. He was one of the people writing textbooks and all other related materials for Primary Schools in Zambia.

However, mention must be made here of the fact that, although the writer carried out this study mainly because of his Diploma Course, he had an additional objective.

Before and during the course, many people in his country always complained that it was wrong to use English as a medium of instruction even at the lowest levels of the educational system. Consequently, as one of the people concerned with teaching of English in Zambia at the time, the writer found it imperative to undertake a study of this nature. In so doing, his first objective was to try and discover whether or not the complaints raised by his country men were unfounded. The second, was to find out how the teaching of English as a subject and also how the use of English as a medium of learning were done in the first three grades of Zambia's Primary Education.

Should any short-comings be revealed, then corrective measures would be taken to better the situation.

In view of what has been said above, the writer hopes that this report will be found useful, not only by his co-workers in Zambia but also by all those people, whose countries like Zambians, use a foreign language as a medium of instruction.

Lastly, the writer wishes to say that this report would not have finished in time without the help and assistance of so many people. To them all he is very much indebted.

But particularly, he would like to thank most sincerely the following people: Dr. C.P. Sarvan of The University of Zambia, for giving him advice and guidance in writing the report; all the lecturers of Kenyatta University College and Kenya Institute of Education, from whose lectures he benefited during the residential phase of the course; all the ACO course team supervisors, especially Dr. K.B. Quansah, his personal tutor, for making his stay in Nairobi comfortable and for the supervision they gave him collectively and individually.

At home, his thanks go to all the Chief Education Officers, Primary School Inspectors and teachers from selected schools for their co-operation during the study. His thanks are also extended to the Director at C.D.C. for the moral and material support the writer got from him. His last sincere thanks go to Miss Hilda Malunga for typing this work.

The writer wishes to end by stating that although some of the above mentioned people assisted him so much in producing this report, he should be blamed alone for all the mistakes which might be found in it.

F.M. MUNUNGWE

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CHAPTER 1

STATEMENT OF THE PROBLEM

Like many other multi-lingual ex-colonial countries, Zambia was faced with the problem of choosing a language which would serve as the official language and secondly as a medium of instruction in schools after it achieved its independence in 1964. This problem came about because unlike countries such as Tanzania, where there has always been an indigenous lingua franca (Swahili) Zambia has never had a local common language.

To solve the problem however, English, the former colonial language, was chosen to play these two vital roles. The choice was based on political, social, economic and educational considerations. Although all of these considerations are very important, this study will concern itself with only the educational one.

The decision to make English the medium of instruction throughout the educational system, was made in 1966.[1] As a result of this decision and in the same year, an English Medium Centre was established in Lusaka. It's task was to prepare teaching materials which would be used in schools. Once the materials became sufficient, a few schools were chosen in the urban areas to start experimenting what became popularly known as the 'English Medium Programme.' Gradually, more and more schools were affected and by 1975 nearly all the schools in the country were involved.[2]

The use of English as the medium of learning has not been easy at all. For, apart from using it as a vehicle by which knowledge is to be conveyed from teacher to

pupil, the latter has to learn it as a second or third language. In order to make this programme succeed, especially in the early years, a lot of preparations were done and huge sums of money spent. For instance, not only had the new instructional materials to be written and equipment such as radios, cassette-phone and television sets (for schools in town) bought but curriculum development specialists, teachers and inspectors had to be trained and retrained so as to enable them to handle the English Medium Programme effectively. In fact, it should be stated here that the re-training of the above named personnel has continued up to the present day. Unfortunately, due to financial limitations, the supply to schools of cassetto-phone, television sets and, in some cases even radios, has been discontinued.

Some other problems encountered in the use of English have been those related to teaching and learning. Since the use of English has not spread widely, most Zambian children, especially those in rural areas, start schooling without any knowledge of English at all. For these children to start receiving instruction in English as soon as they enter the classroom is something like finding themselves in a dream world.

Similarly, it will also be understood that primary school teachers have not found their job easy. Because, while it is commonly known by educationists that new languages are quickly learnt by young children, teachers may not find it simple to teach them certain concepts in a medium which is not only their second or third language,

but which the former are also meeting for the first time. In discussing this problem the Educational Reformal document (1977, P.32) admits the problem when it states the following:

> "However, the use of English as the medium of instruction from Grade I has not been without some difficulties. Since most Zambian children do not at present speak English in the home. Teachers, therefore, have had in some cases to use one of the seven official Zambian Languages (Icibemba, Icinyanja, Icitonga, Silozi, Kikaonde, Luvale, Lunda) which may be familiar to the majority of pupils in the class to drive home certain objectives of the lesson or to explain concepts which the class might not have grasped." [3]

However, whether or not a teacher can always teach effectively if he or she has to keep on changing from one language to another within the course of one lesson is yet another issue which is open to debate. It should be pointed out, nonetheless, that unless the teacher is very careful, there is every likelihood that instead of achieving his or her objectives, children might end up confused.

(A) BACKGROUND TO THE PROJECT

Zambia is a multi-lingual state with seventy-three local dialects spoken by people according to their tribal areas. For the purposes of formal education however, these dialects have been officially grouped into seven

major languages, with each group comprising those which share the same dialectal or linguistic similarities. As already named above, these seven major languages are: Icibemba, Icinyanja, Icitonga, Kikaonde, Lunda and Luvale. At present, all of them are regionally taught as subjects in both Primary and Secondary schools. At the University level, they are learnt through the study of linguistics of Bantu languages. This practice at the University, according to the Educational Reformal document (1977,P.33) must be abandoned in future so that Zambian Languages could be studied as subjects.[4]

As the language map of Zambia in Appendix (A) shows, the above named major languages are found in the following provinces:

	LANGUAGE	PROVINCE	
1.	Icibemba	Northern	
	"	Luapula	
	"	Copperbelt	
	"	Central	(some parts)
2.	Icinyanja	Eastern	
	"	Lusaka	(Lusaka City)
3.	Icitonga	Southern	
	"	Lusaka	(many parts)
	"	Central	(some parts)
4.	Silozi	Western	
	"	Southern	(Livingstone town)

5.	Kikaonde	North-Western
6.	Lunda	"
7.	Luvale	"

From this chart, it will be seen that the last three languages are found in the same province namely, North-Western. But through industrial urbanization Icibemba, Icinyanja and Silozi are, apart from their original regions, also used as the lingua franca on the Copperbelt, in Lusaka city and Livingstone town respectively.

Having been colonized by Britain from 1890 - 1964, Zambia came into contact with English. Presently, it is spoken as a second or third language mostly by people who have been to school. Obviously out of the total population of nearly 6 million Zambians according to the 1980 census, the number of people who speak English is very small.[5] It could be expected however, that as the young section of the population continually passes through schools, everyone in Zambia would eventually be able to speak English. And should this happen then it could turn out to be the national lingua franca.

Most probably, with the expectation that English might one day become the national language of this country and because of the factors that are already named above, the Zambian Government decided to make English both the official language and medium of instruction soon after independence. Mwanakatwe (1974, PP.210-8) says that English was chosen to enjoy such importance for quite a number of reasons.[6] He states the main ones to be that:

1. as it is a neutral language it could prove to be a nationally and politically unifying factor;
2. as it is one of the international languages, it would facilitate international communication;
3. as a medium of instruction, it could alleviate communication problems faced by those children whose parents get transferred from one part of the country to the other;
4. as it is a highly developed language therefore scientific and technological concepts could easily be expressed through it;
5. if it is the only language used in schools then books would be cheaper to produce and buy.

All in all, these were regarded to be genuine reasons which, in the given circumstances, compelled the Government to make the decision of choosing English as both the official language and medium of instruction.

From pedagogic point of view however, using English as the medium of instruction, has not passed without some criticism. As has already been stated above, the criticism has been made because English is used as the medium of instruction from the first grade of Zambia's educational system. For, it is again believed by educationist that making children begin learning in a new language as soon as they enter school does not only interfer with their intellectual growth but also retards their mental development.

It is further argued that if cultural values are to be inculcated then the linguistic medium through which this can best be conveyed is the mother tongue. Sharma (1957) states:

> "No foreign language can take the place of the mother tongue and no system of education can afford to disregard it without serious detriment to the mental development of the child. Thought and language go together as soul and body. They grow and decay together;.. And for this reason the mother tongue becomes the first condition of school for the intellectual development of the child." 7

Despite this, however, the educational language policy in Zambia seems to remain quite unshakable. This does not suggest that the Government has not gauged the situation. For, it knows full well that if Zambia only had one common indigenous language, the choice of a medium of instruction and even that of an official language would not have been a problem at all. But in a country where multi-lingualish has to be dealt with, a lot of things have to be taken into consideration.

Thus in supporting the Zambian Government's decision to make English the medium of instruction, the Educational Reformal document (P.32) very emphatically declares:

> "Although it is generally accepted by educationists that learning is best done in the mother tongue, this situation has been found to be impracticable in case of every child in multi-linguali-societies, such as the Zambian society. In some cases, the mother tongue may not be the means of communication outside the home in some localities. In such situations, often the educational principles which learning in the mother-tongue is expected to foster are confused with the problems of the language policy or lingua franca. Therefore a satisfactory balance should be struck between pedagogical principles, public acceptability and practicability in the choice of the medium of instruction." [8]

Indeed, in a country which is not only multi-lingual but has also high mobility of people, the choice of one medium of instruction, even if it is of a foreign language, may be justified.

Nonetheless, the concern of this research project, is not to examine why English has been chosen to play this vital role. Rather, its task is to ascertain whether or not in fact, the use of English as the language of learning has placed some impediments in the pupils effort to acquire knowledge. And in doing so, it will have to focus its attention upon discovering the problems which teachers and pupils meet in using English as the medium of instruction.

(B) ENGLISH AS A MEDIUM OF INSTRUCTION

One of the major factors upon which any educational system depends is the medium of instruction. Teachers rely on it for their effective communication of knowledge to learners. In the same way, learners also depend on it for satisfactory absorption of knowledge. As this is the case, it can rightly be assumed that in any learning situation where either the teacher or learner is not conversant with the medium of instruction being used, the teaching or learning processes are bound to be faulty.

In stressing the importance of the medium of instruction, the Educational Reform document (P.32) comes out again with a very strong statement to the effect that:

> "Communication is essential in teaching or learning. For this reason, language has a vital role to play in the educational process and therefore, the attainment of language skills during the basic education stage will be extremely important." [9]

Although not explicitly indicated, it can easily be inferred from the above quotation that, the language, skills being referred to are those of listening, speaking reading and writing. All these skills are essential in the acquistion of knowledge.

However, a close examination of the above quotation clearly shows that the Zambian educational policy, as regards the medium of instruction, seems to be self contrudictory. This is so, because one would expect that in as far as the basic education stage is concerned a

foreign language cannot be better than the child's own mother tongue. Indeed, it is through the latter medium that the above mentioned language skills can easily be mastered.

For this reason, it cannot be over emphasized that because the language of learning is very important therefore, all other things being equal, the best medium of instruction is the child's mother tongue. This is especially in his or her earliest school days. For, this is the language he has known in his short life on earth; it is the language in which he has formed his basic concepts; indeed it is the one he understands very well and the one in which he expresses himself most confidently. Thus, if this is the same language he also meets at school, he will not suffer from any sense of insecurity because the language will serve as an excellent link between his familiar home and the strange environment of the school.

Putting it as one of its recommendations at a meeting held in Rome, the International Institute of African Language and culture writes:

> "It is a universally acknowledged principle in modern education that a child should receive instruction both in and through his mother tongue and this priviledge should not be withheld from the African child." 10

Unfortunately, even if the mother tongue is the best medium of instruction, Zambia has not found it possible to make it so due to the already stated reasons.

However, prior to 1966, when this decision was made, the situation was very different. Because then each main local language was used as the medium of instruction in its respective area for the first four grades of primary education. Meanwhile, English was taught as a subject mainly from Grade III to Grade V, and there after it became the only medium of instruction. From this stage the indigenous languages took the place of English in being taught as subjects. However, with the exception of Icibemba and Icinyanja which continued to be learnt even at the Secondary school level, the other languages namely Silozi and Icitonga; were not taught after Grade VII.

It should be said here that even though the Educational Reform document baldly claims that 'he use of English as the medium of instruction has proved to be a success (P.32) this is too sweeping a statement. 11 A true assessment of the situation, however, will reveal that even now there are so many schools, especially in the rural areas, where for the most part the medium of instruction is the local language. Besides, it ought to be pointed out that there still exisits in the country a climate of ambivalence regarding the use of English as the language of learning. For instance, many people are very happy to see that as soon as their children start schooling they do not only learn English but are also instructed through it as well. However, there are also others who believe that while they would like their young ones to know English, it could be better if only they did so after acquiring the basic language skills in the mother together.

Those of the first group are happy because they think that the future of their children lies in knowing English and therefore, the earlier they start learning it the better. Somehow, such people are not free from the colonial psychological grip which European languages (English, French and Portuguese) have had on most Africans. For, apart from the economic benefit which accrues from the knowledge of these languages, to such people speaking of any European language is synonimous with education itself. Writing about the same attitude Benzies (1940 P.4) observes:

> "One reason is that many people, African and European, think that education is the same thing as ability in English. They think that a man who is able to speak English well is therefore a well educated man." 12

However, with or without this mistaken belief what seems to be important is the question of justifying the use of a foreign language as a medium of instruction.

On the other hand, those with a different opinion think that because a mother tongue is not used in the lowest grades of the school system therefore, most children who have no chance of going beyond their primary education are neither literate in their mother tongue nor in English.

Of these two shades of thought the second one is very important and needs investigation. It should be investigated because people of this group have gone so far as to say that during the days when the Zambian languages used to be the media of instruction, in the above mentioned

grades, pupils were relatively better in both the indigenous languages and English than their counterparts of these days.

If this claim is not without foundation, then we are presented with a very big puzzle. It becomes a puzzle because we know that before 1966, pupils in primary schools learnt English as a subject and used it as a medium of instruction for fewer years than is the case at present with the children who are doing more or less the same type of education at this level. So, unless something is wrong one would assume the contrary to be the truth.

(C) OBJECTIVES OF THE STUDY

In the absence of any scientific investigation of a problem, no facts can be established. It is important therefore that people who are concerned with the problem take all the necessary steps to ascertain what the real facts are. No doubt, the task becomes even more vital when matters of great value, such as education, are to be dealt with. In such cases, all the people whose job it is to rectify the situation should *not* wait or watch everything nonchalently. They have at least to do something to clear any clouds of uncertainty.

In the light of what has been said above, it becomes evident that using English as the medium of instruction should seriously be examined. An examination of this issue becomes necessary so as to establish what its advantages and disadvantages are. Such pros and cons especially, are those which relate to the teaching

processes and not cultural values. This is not, however, to suggest that the learning of culture in schools ought not to be emphasized. Rather, it simply means that, since the Government policy regarding the medium of instruction has been formulated and made clear, the job of the educationists in Zambia should be to make sure that they give some pieces of advice on whether or not the policy is succeeding. Thus, to sit idly and just bemoan the erosion of culture cannot in any way solve the problem. As a matter of fact since the indigenous languages will not only continue to be spoken but also taught in schools, then it may be assumed that the most important elements of culture will be maintained. Besides, it must also be realized that, as English is intended to be the future lingua franca, it can be expected that in future such cultural aspects will possibly be expressed in what might here be referred to as 'Zambian English'.

The pedagogical problems which the use of English as the medium of instruction is alleged to have caused in the lowest classes of primary education in this country should be examined because of the important position which English occupies in the education system of Zambia. This language starts to be used at the stage when the educational foundation for pupils is laid. And, it is a well known fact that a good foundation ensures, in most cases, any subsequent success.

To this effect, therefore; it ought to be said that good foundation in education depends greatly upon the medium of instruction used. If this medium is a mother tongue, as has already been said, then the problems

encountered by the learners appear to be minimal. On the other hand, if it is a foreign language even the subjects which would not be difficult, if they were dealt with in the mother tongue become, somehow, too hard to be grasped by the young learners. J.Mc Nemera who carried a research on the performance of certain English children who learnt their subjects through the Irish language discovered that the academic ability of those children was generally poorer than their Irish counterparts (1959 P.27). [13]

The point which the above information highlights is the fact that if children can go to school where the teachers they meet there straight away start to teach them in a new language, they really become like strangers in a foreign land. And it is not very difficult to imagine the problems they face in the course of their studies. As a matter of fact, if adults can feel foolish because of their inability to communicate with people in a foreign language, what more when the young children are envolved. Thus, it should be understood that even within the Zambian context, if children fail to cope with their class-work, this is not because they are dull. Rather, they may fail because of the hindrances which English, as the medium of instruction, puts in their way.

The problems which pupils encounter in their learning processes can be seen to emanate from three main sources. First, there is the difficulty emanating from their failure to understand what a teacher is saying in the foreign medium. Secondly the methods employed by the teacher in conveying knowledge to the pupils may also be at fault. Thirdly, some of the problems could come from

the teaching materials used. Unless, therefore, all these problems are handled carefully, good results cannot be expected.

In view of what has been said above, the objective of this study then becomes two-fold:

1. it tries to investigate the problems faced by teachers while teaching children in the English medium;
2. it also attempts to discover the problems which confront pupils because of learning subjects through English.

(D) SIGNIFICANCE OF THE STUDY

This report is written by a person who works in the English Department of the National Curriculum Development Centre. Naturally, therefore, his main job is to write instructional materials for use in schools.

It should be stated that during the course of his work, he has often heard and read statements to the effect that the use of English as a medium of instruction in the lowest grades of Zambia's primary education is bad. Indeed, it is often said that this practice is not only bad because English is used in the above named grades but it is also bad because it slows down the rate of pupils' learning ability. Thus, as the learners struggle to understand English itself, as has already been said, they do not find it easy to catch up as quickly as they could with the other subjects.

To a curriculum developer of English such complaints make a study like this one very, very important. For, once carried out, it might reveal certain facts which could justify the complaints of the people. Even more than this, such discovery becomes vital because, indeed, it will not only help him to rectify the faults, but it will also make him prepare some necessary remedial work. And, as can be realized, once the remedial work is prepared it will be of great use both to the teachers and their pupils.

CHAPTER II

LITERATURE REVIEW

The question of choosing what should be the right medium of instruction in Zambian schools is not of recent times but indeed an old one. Thus, this study cannot claim to be quite complete without taking a look at what has been done and said about this issue before. Similarly, since the problem is not only perculiar to Zambia, it is therefore also very important to see what some people elsewhere have said about it.

(AI) PHELPS-STOKES REPORT

It is vital to remember that before the colonial rule was imposed upon what became known as 'Northern Rhodesia' and now Zambia, people never bothered about what language they could use in their traditional education. The problem of the language of education did not arise because people at that time lived in separate tribal areas where only one language was spoken.

After the imposition of the colonial government, however, and because of the introduction of the Western type of education, the question of what language could be used in African schools began to be considered. It should be recalled that the situation became like this because following the advent of colonization the native people of different tribes and languages were brought together under one government.

The language problem for the native people's education, was especially underscored by the 'Phelps-

Stokes Report' of 1925 (1928, P.4) which suggested the kind of education which would be suitable for Africans.[14] In as far as what local languages would be used was concerned, the 'Advisory Board on Native Education' which was formed to take charge of African Education, recommended in 1928 that Icibemba, Icinyanja, Icitonga and Silozi should each be the regional medium of instruction.[15] Though not representative enough, these were the languages which were believed to be the most widely spoken at that time. But as has been already said, when the country became independent, the number was increased from four to seven by adding to it Kikaonde, Lunda and Luvale.

Nevertheless, it should be pointed out that the above named 'Advisory Board' did not just end at choosing the four indigenous languages. Indeed, as there was no local language which would generally serve as a medium of instruction, it further recommended that English should also be taught in the African schools. Obviously, it cannot be doubted that there were some other reasons for this. For teaching purposes, it was envisaged that after the skills of reading and writing were mastered in the mother tongue, English would eventually be used as the only medium of instruction. The most important point to note here is that the use of English as the language of learning was not, by that time, recommended to start from the first grade of primary education. Obviously, the decision which was made at that time sounds ironical in that the colonial rulers who would have ignored the indigenous languages, if they so wanted, realized their

value as opposed to what is the case at present.

(Aii) THE ROOTS OF ENGLISH MEDIUM IN ZAMBIA

It is important to understand that the decision to make English the medium of instruction in what became Zambia, did not just come about as an over night fulfilment. The source of the decision can be traced back to the country's colonial past. It should be indicated that although the 'Advisory Committee on Native Education in British Tropical Dependences', had suggested in 1927 that the indigenous languages be the media of instruction for African education this same Committee, unfortunately, changed its opinion only two years later. In 1929, it stated that in Anglophone countries, African parents were sending their children to school mostly for the purpose of ldarning English. And for the sake of buttressing the position of English, right from the start, it further said that not only were the instructions given through so many local dialects costly but they were difficult as well. Quite apparently, such an attitude suggests that while earlier the 'Committee' had taken the importance of the mother tongue into consideration, it now began to overlook this.

However, from 1928 up to 1955 the colonial language policy, regarding native education in this country, remained more or less the same. This meant that in each area a mother tongue was the medium of instruction in the lower Primary sector of education while at the Upper Primary level only the four regional or dominant languages were taught as subjects.[17] At the secondary

school level, only two languages namely, Icibemba and Icinyanja were learnt.

Meanwhile, due to the recommendation made by the Advisory Board on Native Education in 1930, English was taught as a subject in the third and fourth year of primary education.[18] In fact, by 1956 English was taught from the second year of primary school. From the fifth year onwards, English became the only medium of instruction in schools all over the country.[19]

Notwithstanding the fact that there was no force in learning English, by implication all the natives were somehow compelled to know it. That it was meant to be as such, can be realized when it it remembered that, Africans had to learn the English language if they wanted to secure jobs from the white administrators and employers and also be able to communicate with them.

However, the learning of English brought with it one of the worst psychological effects of colonialism upon the natives of this country. Slowly but surely, they began to look down upon their own languages. As pointed out already, speaking English to them became a sign of being educated. Writing about this sort of attitude Mubanga Kashoki rightly observed that even when speaking a Zambian Language, it was not uncommon to hear these people mingling its words with those of English just for them to show that they too have been to school.[20] Really, this point also highlights the fact that the position of English in this country was gradually being consolidated.

With the indigenous people's desire to know English and, in a country plagued by multi-lingualism, it was therefore not surprising to see that the question of making English the medium of instruction in the African schools had to be discussed even in the colonial parliamentary debates of 1961.[21] In fact, the only reason why it was not made the medium of instruction, was simply because the majority of those parliamentarians opposed the idea. This refusal by the colonial government demonstrated once again that even as late as 1961, much importance was still attached to the local languages. In spite of the decision against using English as a medium of instruction, black children began to learn it as a subject from their first year of primary education in 1962. For; according to the syllabus of this year (P.1), at least they had to do so for two periods in a week.[22]

The debate in parliament with regard to making English the medium of instruction, was not the end at all. So far, because of the interest it had aroused, the Ministry of Education allowed the matter to be discussed at length. To this effect, therefore, its 'Primary Education Committee' recommended at the meeting it held in July, 1963 that teacher training colleges should undertake 'any experiments which were considered likely to solve the problem of the language that could be used in the lower primary schools.[23] No doubt, the language that everybody had in mind at the time was English.

(Aiii) UNESCO PLANNING MISSION

The long standing intention of making English the medium of instruction in all the schools in the country reached its decisive point in 1963. By this year, it became very obvious that 'Northern Rhodesia' was about to achieve independence. Consequently, in order to help the government of the day to prepare some means by which the anticipated problems could be solved for the emerging republic the UNESCO sent a planning 'Mission' to Zambia in 1963. As can be imagined, among the expected problems, was the language issue, Somehow, even if the difficulties involved were known, the Mission recommended that once the country became independent the universal medium of instruction right from the beginning of primary education onwards should be English. [24]

In the same year, and as a follow up to this recommendation, the 'Northern Rhodesia Government' asked the British Council to send one language officer to come and research the problems met in teaching English to African Primary school pupils. The officer sent was Mr. J. Hardman and after his investigation, he also suggested that English should be the medium of instruction in all the schools of an independent Zambia. [25]

Encouraged by the above two recommendations, Mr. J. Mwanakatwe, who had then become the Minister of Education immediately after independence, proposed to the first Zambian Cabinet that the medium of instruction throughout the school system ought to be English. In his own words, Mr. Mwanakatwe stated:

> "I recommend to the cabinet that English be adopted in all non-fee paying schools (as African schools were called then) from Grade one.... I should emphasize that the decision is one to make learning easier..... There is no fear that the tradition, customs and culture of our people, which are learnt through the medium of language will be lost..... The reason why I am recommending the introduction of English at such an early stage in our school system is to give our children the instruction with which to grapple with the tremendous scientific and social development of this age, and also to give our nation the type of man-power we require for our development."[26]

Having seen the attitude of the colonialists against making English the medium of instruction in African schools, one looks at Mr. Mwanakatwe's suggestion with amazement. This is because, being a Zambian he would be expected to promote the cause of the local languages.

Nonetheless, Mr. Mwanakatwe did not make this bold decision without knowing that he was, in away, sacrificing the values of indigenous languages at the expense of those of English. For, when analysing the argument of the people who were against the idea of making English the medium of instruction he agreed by saying:

> "This criticism (on using English as a medium of instruction) has much validity. The early introduction of English for use, that is a tool for learning and playing and so forth means that the child will gradually think "instinctively"

in English: not so much in his native tongue."[27]

Again Mr. Mwanakatwe went on to say:

> "One serious indictment against the introduction of English as a language of instruction in all Grades in primary schools is that it will lead to an African class of people, a new breed of African boys and girls who will be striving to be more English than the English."[28]

Without doubt exposing Zambian children to the English language at a very tender age has created a new generation of black people whose culture is somehow different from that of their parents.

However, after Mr. Mwanakatwe's speech and indeed, due to the language complexity existing in the country, the cabinet accepted his proposal of making English the medium of instruction in the whole Zambian School system. Thus, in 1966 the use of English as a language of learning became an Education Act of Zambia.

(Bi) PRACTICAL REALITIES OF ENGLISH MEDIUM

Passing the Education Act which made English the medium of instruction was just one matter. It was completely another matter to make it work as effectively as was desired. Consequently, there were a lot of very pertiment questions posed about so many things before the implementation stage. Some of the issues that had to be considered were the teaching materials that would be used and the calibre of teachers as well as supervising officers who had to be involved. No doubt, questions on these matters were posed because the success of the English medium very much depended on them.

However, it has already been pointed out in chapter I that, all these questions were and are still being answered. Thus, English Medium Centre which later became the Curriculum Development Centre, as will be indicated soon, was created to prepare new teaching materials. Similarly, all the necessary facilities were provided to re-train serving teachers while the pre-service ones who would enter colleges were to be drilled in the modern methods of teaching.

(Bii) PRODUCTION AND DISTRIBUTION OF MATERIALS

After the Government had decided that English should be the medium of instruction in schools, this meant that the old materials were to be replaced by new ones which would suit the English Medium Programme. This also implied that the country had to find well qualified personnel who would write the much needed text books and other related teaching materials. This undertaking was, however, quite problematic since at that time Zambia did not have many such personnel. When the English Medium Centre was established in 1966, the country therefore, had to depend heavily on expatriate staff.[29]

Unfortunately, the non-availability of sufficient qualified local personnel made the English Medium Centre remain understaffed for a very long time. This state of affairs became even worse in 1970 when the centre was turned into the Curriculum Development Centre (C.D.C.). The change came about as a result of the recommendation made by Professor J.F. Kerr whom the Government had invited to come and carry out a survey aimed at finding out the

possibility of expanding the scope of the English Medium Centre. After his survey, he recommended that the Centre be enlarged so that it could cater for all other subjects besides English.[30]

It should be pointed out at this stage that from 1980 to 1981, the English Department of the Curriculum Development Centre undertook a summative evaluation which revealed quite a number of short-comings. In this exercise, the writer was involved.[31]

The first of the problems discovered related to the side effects which the shortage of staff at the C.D.C. had on the English Medium Programme. For instance, because of the shortage of staff the rate at which the production of materials was done was not fast enough to supply all schools in the country with the educational materials they required. This in turn meant that because many schools lacked the necessary text books they could not start using the English Medium at the time when they were supposed to have started. This situation, unfortunately, continued to be more or less the same over the years.

Compounding the problem of the shortage of materials in the later years was the insufficiency of financial resources. To make the position very clear, it should be stated that the process of material production did not just end at the Curriculum Development Centre. The part played by the C.D.C. was the writing and preparation of books in draft form. After it did so books were then sent to the "National Educational Company of Zambia or NECZAM" in short. This is a printing company which was

set up in 1967 for the purpose of printing all educational materials in the country.[32] However, when the Government did not supply this company with adequate financial allocations, it only managed to print a few books which meant almost nothing to an ever increasing demand from schools.

Secondly, there was also an anomaly in the distribution of materials to schools. Almost at the same time when NECZAM was set up, another sister company was established. This one became known as the "National Educational Distribution Company of Zambia" or NEDCOZ. As its name indicates, it was built so that it would distribute teaching materials to all schools over the country.[33]

Unfortunately, the method employed in the distribution process caused a lot of delays. It was a system whereby Heads of Schools ordered the materials from NECZAM through both their District Education Officers and Chief Education Officers. But as can be seen, this long action-chain often made the ordered books get to distant schools especially, after so many months of waiting. And in the absence of books it was not uncommon for teachers to use what ever books they could lay their hands on. However, as such books were out of tune, they did not help much with the requirements of the English Medium.

(Biii) DEFICIENCIES IN MATERIALS

During the above mentioned evaluation research exercise, some weaknesses of the English Medium Programme were also found in the materials themselves. First, teachers complained that although generally the course was good, they were not happy with the manner in which handbooks were written. They said these books were so rigid that they left them with little or no room for their own professional initiative. Admitting, the genuiness of the teacher's complaint, the C.D.C. researchers stated that the current teachers' handbooks were written in such a way that they could be helpful even to those teachers who were untrained.[34]

Secondly, it was also discovered that there was an overwhelming condemnation of the course among teachers because of its in-built quality of too much control on the learners' written English. They said that controlling children unduly in what ever they wrote had been responsible for producing many pupils who were incapable of writing anything sensible even after seven years of primary education. Somehow, this complaint was echoed by their colleagues at the Secondary school level. They too said that oral and written English of some Grade VII pupils who entered Form I each year, proved to be very much below the required standard.[35]

(Biv) TRAINING AND RE-TRAINING OF PERSONNEL

Before much can be said about the training and re-training of the teaching personnel, it is very important to give a general view about the qualifications of the

primary school teachers in this country.

Primary school teachers in Zambia at present fall under three categories. The first category consists of some women teachers with a Grade VII certificate. These did a homecraft course for either one or two years. They are given an official title of "Assistant teachers" and their job in schools is to teach homecraft to girls in the lower primary classes. The second category is of those teachers with a Form III certificate. These teachers did a basic training for two years. They are concerned with the teaching of pupils in lower primary. The third and last category is of teachers with a Form V certificate. They also did their basic training for two years. In schools they are the ones who handle pupils in the upper primary. However, it should be stated that among teachers in the last two groups are women who also did a course in homecraft for two years. They too are the teachers who teach homecraft both to girls in the lower and upper primary classes.

Trained teachers in Zambia, form the larger per centage of the teaching personnel. However, because there is sometimes a short fall in the number of staff in schools, untrained teachers are therefore sometimes employed. They are commonly referred to as "Pupil teachers". But trained or untrained, one thing is certain: the fact is that they are all foreign speakers of English. The most important question to ask therefore is: with the kind of qualifications they have, can they successfully teach pupils through a medium in which they themselves may not be very proficient?

The answer to the above question cannot be given easily. The only thing which can readily be said is that while primary school teachers can definitely try to speak good English, they may not ably carry out the processes of teaching through it. The truth underlying this point is the fact that teaching often involves making many explanations. And explaining things even in ones own mother tongue usually presents one with some difficulties. As this is the case, it can be assumed that teachers are faced with a lot of hardship when they teach in English.

Dyamini who carried out a research, with regard to the theory and practice of using English as a medium of instruction, has raised some doubts about the teachers' fluency in English. She wrote:

> " Not only are many of the English subject teachers not well trained in teaching English but they certainly are not specially and adequately trained to teach through the English Medium. Among teachers observed and interviewed, some were unable to speak freely and easily in the English language mainly because they have a very limited vocabulary."[36]

What Dyamini wrote about teachers' personal English in 1974, might or might not be a gross exaggeration. However, whatever might be the case the truth still remains that it is not easy to teach pupils in a language which they do not understand.

Unfortunately, we have already seen that due to the shortage of trained teachers, untrained ones are sometimes employed in schools. What is bad in this

practice is the fact that once such teachers are employed, they are also given those subjects which require them to teach in English. However, if communication in the English Medium is a problem with the qualified staff, one then wonders what the situation could be like with the pupil teachers. Speaking about one untrained teacher whose class she observed Chisowa (1974, P.38) wrote:

> "The teacher was explaining something or trying to explain something about rabbits to pupils. It was quite evident that his mastery of English was very poor. He constantly went back to Tonga. . . He explained everything in Tonga with the occational use of such English words as "rabbits" four legs" two 'ears' etc.
>
> However, I soon found out that the teacher was a Form II pupil-teacher who had come to fill in a vacant place left by a teacher who had resigned."[37]

The calibre of some teachers at present being what it is, one finds it hard to accept the statement in the Educational Reform document that the "English Medium Programme" is being used successfully.[38] What may be true, as Dyamini states again, is the fact that teachers have succeeded in using "a dual medium."[39] This should be the truth because teachers often use English and a local language when teaching children.

However, having looked at the quality of the Primary school teachers Zambia has, we can now review what started to take place when the English Medium was inaugurated.

It should be stated that shortly before the English Medium Programme was implemented, three things were carried out. First, as the document entitled "Curriculum Development in Zambia" records, (1974, P.6), selected teachers who started using English as a medium of instruction were first given an introductory course to new materials lasting three to four days. Secondly another group of chosen teachers, plus Headmasters in whose schools this programme was to begin, were also instructed on how to supervise the first set of teachers. Thirdly, Inspectors of schools in those areas where the English Medium was to start, underwent a short course of training which equiped them with the relevant methods of inspection.[40] When all these preparations were finished the English Medium Programme was put into motion.

The above shown arrangements were made to meet short term requirements. For the long term needs, a separate plan was worked out. It involved setting up an in-service training programme which was and still is called 'Zambia Primary Course'. This course was to be of three months duration and would equip teachers with new methods with which to handle the English medium. Out of the eight colleges in the country at that time, Chalimbana was chosen to start running the above named course from 1970.[41] After every three months, about 300 selected teachers, from all over Zambia, would go for the Zambia Primary Course at what now became popularly known as the National In-service Teachers College or NISTCOL.[42] This type of training was to continue until all the serving teachers in Zambia were retrained. It is for this

reason that the course is still being run at NISTCOL.

However, if the English Medium Programme was to succeed then the training of personnel would not just end with the already serving teachers. Thus, while Chalimbana was busy with the in-service course, the 7 pre-service colleges were also busy turning out new teachers. The student teachers at these colleges were lucky because they were straight away trained in the English medium methods.

It should be mentioned here that from 1974 to 1975, the pre-service teachers' colleges were also involved in the running of the Zambia Primary In-Service Course. This happened because of the need to begin teaching children through the English medium all over Zambia.[43]

Before this part of the chapter is left, however, it is necessary to emphasize one important point. This is the fact that the re-training of personnel was not only essential because of equiping them with new methods but also because of changing in them certain conservative attitudes. Indeed, it should be remembered that change of things is not easily accepted. In view of this fact therefore, it ought to be realized that the replacement of Zambian languages by English as medium of instruction, is not something which everyone in the country welcomed readily. Naturally, even among the teachers, while there were those who had happily accepted this change, yet there were others who were quite apathetic about it.

The teachers who were not happy with the change did not harbour such feelings because they feared it brought complications in their job but because it touched one of

the most vital things in their life-culture. Writing about the attitude of people when their language is tempered with Chomba (P.45) observes:

> "Language, a component of the non-material aspect of culture, is very important and if language is disturbed by an outside force, people whose language is disturbed are likely to resent it very bitterly. If the outside force is very powerful and imposes a policy upon the people, the underground resentment of the people might slow the policy's implementation."44

Without doubt, if such a thing remained unchecked among the teachers, it could be very disatrous. For, in educational circles, these are the key people who will finally implement the policy and make it successful.

(BIV) CLASSROOM PROBLEMS

Even when equiped with the best of methods, the problems of teaching pupils through a foreign medium may not easily be overcomed. As said before, this is because of the break down in communication between the teacher and his pupils. The situation is worst in Grade I where nearly all the children meet English for their first time. In order to appreciate the difficulties which confront the young learners, however, one has to look at the difficulties at three levels: environment, language and subject.

It should be remembered that a child who goes to school for the first time faces environmental difficulties. To him, the school, unlike his familiar home, is a strange

place where both the teacher and his fellow pupils are all strangers. It will take him quite some time before he can realize that even people who are not his parents and siblings can be very good friends. But until such a time comes, he will have undergone very disturbing social and psychological experiences. This is the case even when the language of communication is his mother tongue.

If change of the environment presents a child with the above indicated problems even when the language used is the same then one understands the hardship a child encounters in a classroom where the language used by the teacher is also strange. Obviously, he is at a total loss because he is made to listen to strange sounds of a foreign language. Thus, even though a lesson the teacher is dealing with may be simple the child cannot make anything out of it because he is confused. And, as he cannot follow what the teacher is saying the child learns almost nothing. Rightly then did the 'International Institute of African Languages and Culture' put it when in 1930 its executive council passed this resolution:

> "We are of the opinion that no education which leads to the alienation of the child from his ancestral environment can be right, nor can it achieve the most important aim of education which consists in developing the powers and character of the pupils. Neglect of the vernacular involves the dangers of crippling and destroying the pupils productive power by forcing him to express himself in a language foreign both to himself and to the genius of his race."45

Unfortunately, despite the truth expressed by the above quotation, a Zambian child is made to pass through this experience.

The child's failure to understand what is said adds to the inherent difficulties of every subject taught through a foreign medium. So that instead of grappling with the problems presented by the subject only the child also struggles with those of the new language. In this way, as Tembo points out (1971, P.9), the child's attention on the content material presented through a second language is very much weakened.[46]

Tembo goes on to state that a child who learns through a foreign language faces three linguistic problems before he can conquer the difficulty underlying the subject taught. First, he faces the problem of differentiating and identifying the phonems used in the new language from the ones found in his mother tongue. Secondly, he is confronted with the difficulties of articulating the sounds of the foreign language and this takes time before he masters them. Thirdly, he faces also the problem of integrating the words of the new language when trying to produce sensible and meaningful speech out of them.

He further states that learning through a strange language creates a situation where pupils repeat whatever a teacher says without applying much thinking. In his own words, Tembo declares:

> "I do not think I will be too far off the mark if I suggest that to an appreciable extent, the use of English as a medium of instruction must be responsible for the rigidity of our classroom

and the rote learning that takes place there."[47]

This is quite true because children can only think creatively through their native language which at this stage they know very well. The situation being what it is now, it is quite incredible to see that in spite of the language difficulties, pupils are able to make good progress in their education. Obviously, they could perform better if their scholarstic journey was started in the local language before changing it to English.

Collison's science experiment which he carried out in Ghana, in 1974, revealed convincingly that pupils' ability in learning goes down if the medium of instruction used is foreign. Experimenting with two groups of children, Collison made one group learn science materials in a local language while another group learnt them through English. At the end of his experiment, Collison discovered that group-one pupils were extremely better than group-two children. The performance of the pupils in the former group was such that they could even make their own conceptual analogies in science while their counterparts just imitated whatever was said by teachers.[48]

> Writing about the above experiment, Collison himself (1974, PP.441-456) states:
> "When the language is foreign, children may mime adult concepts without any appreciable contribution toward their own conceptual growth. If they cannot express ideas or discuss them with their peers, conceptual growth may be stunted or impaired."[49]

Collison went on to say that group two pupils lagged behind even if they had learnt English, as a subject, for six years before this experiment was undertaken.

Within the Zambian context however, one will understand why children are able to make progress in their education. The truth of the matter could be that although teaching of pupils is supposed to be in English in fact much of it is done through indigenous languages.

When speaking about the classroom observation she made, Chisowa (1974, P.38) wrote again:

> "I could see that most if not all the pupils, found it difficult to comprehend what he (teacher) was asking them to do. Then he said it (the sum) again in Tonga, and almost immediately there was murmuring in the classroom. Every pupil was working out the sum using their fingers when counting and adding, but this was all done in Tonga. In fact, he himself worked out the sum using Tonga."[50]

From the picture which Chisowa shows us, we can roughly conclude that what the teacher she observed did was, and still is, what exactly all the teachers throughout the country might be doing.

As this is the situation, it therefore cannot be quite accurate to state that English medium has been succesfully used in Zambia. Because, strictly speaking, what can be said to have be used in this way is, as Dyamini is already quoted to have stated, 'a dual medium'. Both the local languages and English have alternately been used as media of instruction.

In view of what takes place in a real classroom situation, one quickly concludes that 'dual medium' of instruction is likely to continue for quite a long time to come. This is because the majority of children in this country will first speak the local languages as their mother tongue. It should be assumed then that until the time comes when every Zambian child will speak English as his or her mother tongue, proper English medium may not be used. However, as languages take a very long time to die, so whether or not in fact English will ever became the mother tongue for all the children in this country, only the future will tell.

SUMMARY

The language situation in the country both before and after the attainment of independence, with regard to educational matters, has been shown. Besides, it has also been pointed out why Zambia decided to make English the medium of instruction throughout the educational system.

At the same time, however, many difficulties which canfront' teachers and pupils because of using English in teaching and learning respectively, have been given. Mainly they are as follows:

Teachers' Problems	Pupils' Problems
1. difficulties in communicating ideas to pupils because of their failure to understand English.	1. Psychological disturbance due to strangeness of English. 2. failure to follow teacher's instruction because of being unable to understand English.

2. shortage of teaching materials resulting from:
   (a) lack of funds;
   (b) inefficient method of distribution.

3. shortage of materials due to reasons given in two for teachers.

It should be mentioned in both cases that while some of the problems are temporary, others are likely to last as long as English continues to be a foreign language to the Zambian children.

Having reviewed the main points of chapters one and two, the objective of this study ought to be stated again. And as has already been indicated, the objective is two fold. First, it is to investigate the problems which teachers face in using English as a medium of instruction. Secondly, it is also to discover the problems which confront pupils because of learning subjects through English.

CHAPTER III

DATA COLLECTION

In collecting data for this research, the first important point borne in mind was the fact that whatever information would be collected should be a reflection of the two objectives indicated in chapter I. The second point was that if good results were to be expected then it was necessary to choose the most suitable method of investigation as well as instruments to use. Consequently, the survey type of investigation was decided upon while the questionnaire and class observation were the instruments chosen.

(A) RESEARCH PRELIMINARIES

Before the actual research was undertaken, the following things were carried out:-

1. choosing the method of research and instruments for investigation;
2. selecting schools for the research through random sampling; (See Appendix B)
3. preparing a time-table for the study;
4. writing a notification letter to the Chief Education Officers in the provinces.

(B) QUESTIONNAIRE DEVELOPMENT

As has been indicated above, a questionnaire was one of the two instruments used in the study. However, since the pupils were too young to handle the questionnaire, it therefore was used to elicit data from teachers only.

In designing the questionnaire for the study the following factors were considered:-

1. the teacher's calibre, ie whether trained or not;
2. teacher's place of work, ie whether in urban or rural areas;
3. teacher's experience, ie for how long had he or she
   (a) used English as a medium of instruction?
   (b) taught English as a subject?
4. teacher's attitude toward
   (a) using English as a medium of instruction;
   (b) teaching English as a subject.
5. teacher's practical problems in using English as a medium of instruction.
6. teaching materials used in terms of:
   (a) availability;
   (b) usefulness;
   (c) effectiveness.

These considerations were reflected in twenty items of the questionnaire. (See appendix C).

It should be pointed out, however, that questions asking for the respondent's name, age and qualifications were deliberately left out. This was not only because they might annoy him or her but also because they bore little or no relevance to what had to be done.

(C) QUESTIONNAIRE TRY-OUT

Before the questionnaire was administered finally, it was tried out at Mumuni school in Lusaka. This was done so as to determine its suitability. Two copies were answered by two teachers from each of the three grades -

Grade I, II and III. Before respondents answered the questionnaire in their free time, they were briefed on what they had to do. Then the completed copies were collected on the next day. Soon after the trial stage was over and mistakes corrected, a final questionnaire was prepared.

(D) DATA COLLECTION BY QUESTIONNAIRE

As was planned in two under research preliminaries above, data was collected from selected schools. The data collected through using questionnaires involved fifty teachers from ten selected schools in each of the nine Provinces of Zambia.

However, it should be pointed out that when collecting data by use of the questionnaires, two methods were employed. In the first method the researcher visited the target schools in Lusaka and Luapula Provinces. Once he got to each school he briefed teachers on what they were required to do. After this, the teachers were left alone to answer questionnaires on their own and in their spare time. The completed questionnaires were collected from them on the following day.

In the second method, fifty questionnaires were posted to each of the seven other Provinces namely; North-Western, Central, Western, Southern, Eastern, Copperbelt and Northern. Also sent at the same time, was a letter of instructions on what needed to be carried out. In each Province, the Chief Education Officer was asked to let the Regional Primary School Inspector collect data from teachers; using the same procedure as is indicated in the first method above.

Fortunately, all the Provinces except Northern, responded very satisfactorily. Responses from Northern Province arrived too late to be included in the data analysis exercise.

(E) CLASS OBSERVATION

The second instrument used in this study, as has already been said, was Class observation. In order to obtain data through it, ten schools in Lusaka Province were visited. Half of these schools were chosen from Lusaka urban while the other half of them was also selected from the rural parts of Lusaka. Table 'A' gives the names of all the schools visited.

At each of these schools, one class of Grade I, II and III was observed. The total number of classes observed were thus thirty. It should be stated, however, that although the sample of schools visited was taken from only one Province, the data collected was believed to represent the whole country fairly well. This was because of the assumption that urban and rural conditions were more or less the same everywhere in Zambia. Urban children were expected to be far more exposed to English, even when out of school, than their rural counterparts.

(F) METHOD OF OBSERVATION

During class observation, a system of rating of responses was adopted. The thirty-minute class period was divided into smaller intervals of five minutes each. Then, a stroke was marked for every response given in order to determine the number of responses which could be given in five minutes by both the teacher and pupils. The responses were recorded when either the teacher used a Zambian Language or when pupils failed to respond to the teacher's

TABLE A..

PRIMARY SCHOOLS WHERE CLASS OBSERVATION WAS DONE

NAME OF SCHOOL	AREA	CLASS	NO. OF TEACHERS
Justin Kabwe	Lusaka urban	Grade I Grade II Grade III	3
Kizito	Lusaka urban	Grade I Grade II Grade III	3
Burma	Lusaka urban	Grade I Grade II Grade III	3
Kabwata	Lusaka urban	Grade I Grade II Grade III	3
Mumuni	Lusaka urban	Grade I Grade II Grade III	3
Lilayi	Lusaka Rural	Grade I Grade II Grade III	3
Chilanga	Lusaka Rural	Grade I Grade II Grade III	3
Bayuni	Lusaka Rural	Grade I Grade II Grade III	3
Mount Makulu	Lusaka Rural	Grade I Grade II Grade III	3
Munkolo	Lusaka Rural	Grade I Grade II Grade III	3
TOTAL 10		10 10 10	30

question because they did not understand what he had said in English. Table 'D' gives an example of what was done.

It should be pointed out that due to the differences in the schools' time-tables, and in order not to disturb what was going on in the visited schools, observations were conducted both in the morning and afternoon. Fortunately, the rearcher got what he wanted. However, one could see that while some teachers taught more or less normally, others were bent on impressing the researcher.

Mention must be made also of the fact that, during observations, a chair was put at the back of the class-room. Obviously, this was done so that the researcher could see clearly what was taking place as the teacher and pupils went on with their work. The lessons observed included those of Social Studies, Arithmetic, Nature Study and English itself. Naturally, teachers tended to make use of a Zambian Language more often when they dealt with the first three subjects than when they taught English.

TABLE B.

EXAMPLE OF HOW CLASS OBSERVATION WAS DONE

GRADES		RESPONSES						TOTAL
1	Minutes	0-5	6-10	11-15	16-20	21-25	26-30	30
	Teacher	II	II	II	III	III	III	13
	Pupil	II	III	~~IIII~~	III	~~IIII~~	IIII	22
2	Minutes	0-5	6-10	11-15	16-20	21-25	26-30	30
	Teacher	III	III		IIII		I	11
	Pupil	II	~~IIII~~	II	III	~~IIII~~	II	19
3	Minutes	0-5	6-10	11-15	16-20	21-25	26-30	30
	Teacher		I	I		II	I	5
	Pupil	I	II	III	II	IIII	I	13

CHAPTER IV

DATA ANALYSIS

As indicated in chapter III, the first part of the objective was investigated using a questionnaire while investigations on the second part were conducted through class observations. Results from the investigations are analysed below.

(A) RESULTS FROM THE QUESTIONNAIRE

It will be recalled that investigations through the questionnaire were directed at finding out the problems which teachers of the first three grades of Primary Education in Zambia encounter in using English as a medium of instruction. The questionnaire, as can be seen from the copy in appendex (C), contained twenty items. However, the items which probed into the problems of teachers were from 4 to 20. The first three were included just in order to find out the calibre, experience and place of work of respondents.

Nevertheless, before the results regarding the teachers' problems are shown, it is necessary to say something about the findings brought out by the first three items of the questionnaire. To this effect therefore, it ought to be stated that out of 400 teachers who answered the questionnaire, 391 (nearly 98%) were trained ones while 9 (about 2%) were untrained. This piece of information indicated that most Primary teachers in Zambia are qualified staff.

Further more, it should be pointed out that ~~that~~ of the 400 teachers who answered the questionnaire, 300 of

them (or 75%) were teaching in the urban and peri-urban areas of Zambia while 100 (or 25%) were teaching in the rural parts of this country. Somehow, the data reflected a rough picture which obtains in this country, with regard to the number of teachers in the urban and rural areas. So that even in the absence of stastical information, it can safely be said that there are more primary teachers working in the urban and peri-urban centres of Zambia than are found in the rural part of each Province.

That the picture is so, is also based on the fact that schools in the rural parts of the country are not only smaller in size but have fewer numbers of pupils than those found in the urban areas. Obviously, the teachers who are working in the former places cannot be expected to be as many as those who are found in the latter centres.

In item 3 of the questionnaire, it was revealed that out of the 400 teachers, 293 of them (or 73%) were experienced while the inexperienced ones numbered 107 (about 27%). To arrive at this conclusion, the researcher regarded the teachers who had served for less than three years as being inexperienced while those with three and above were deemed experienced. Thus from this information, it can be stated that the inexperienced teachers in Zambia are out-numbered by those who are experienced.

As has been pointed out above, there were 17 items in the questionnaire which dealt specifically with teachers' problems. However, for the sake of analysis, these 17 items are put into four groups according to the problem areas which were considered the major sources of

of difficulties. They are as follows:

1. teachers' personal attitude towards English;
2. problems arising from English medium;
3. usefulness of teaching materials;
4. success of English medium.

Nonetheless, due to inter-relatedness of the problem areas, some items investigated more than one source.

1. TEACHERS' PERSONAL ATTITUDE.

Before the results of this problem are shown, a word ought to be said about teachers' attitudes regarding English. To this effect, it should be remembered that unless the teachers whose mother tongue has been replaced by a foreign language are willing to use the new language in education (as said earlier in this report) they may frustrate its success.

Thus, in order to examine the teachers' attitude in relation to English, items 4, 5, 12 and 13 were included in the questionnaire. From the data collected through items 4 and 5 so far, 320 (80%) and 280 (70%) teachers revealed that they were happy to teach English as a subject and even use it as a medium of instruction. From this information, it can be noticed that most Primary teachers in Zambia have a positive attitude towards English both as a subject and medium of instruction.

The teachers who were of the above shown opinion gave reasons for the answers they chose in both cases. For their willingness to teach English, they said that as this language has come to stay and as it is also an international one, it is therefore important that they

should teach it to children. In giving reasons for using it as a medium of instruction, teachers pointed out that English puts nearly every child in school on an equal footing. This is because, being used all over the country, it avoids a lot of language and communication problems which might be caused to pupils who could find themselves in other parts of Zambia where different languages would be used.

In any case, although most teachers have a positive attitude towards English, this study revealed that they also hold different feelings with regard to the question of introducing English as a subject and English as a medium of instruction from the very first grade of Primary Education. Results in item 12 indicated that while 176 teachers (44%) liked this idea, 224 (56%) others did not favour it at all. Thus, in item 13, 282 teachers (71%) showed that teaching English as subject must start first before it can be used as a medium of instruction. In this same item again, 196 teachers (49%) pointed out that using English as a medium of learning should begin at Grade III level while 136 (34%) and 68 (17%) others indicated that it must begin at Grade II and Grade I levels respectively.

It ought to be stated that those of the teachers who wanted English medium to begin at Grade III level were supported by the results of item 7 where 200 teachers (50%) had also showed that English as a medium starts to be helpful to pupils at Grade III level.

Here again, there is one important point which can be established from the above analysis. This is the fact that the majority of Primary school teachers in Zambia do

do not like the idea of using English for instruction right from Grade I. The main reasons given for this are that starting to use English medium from Grade I not only makes pupils fail to follow what is taught but also interferes with the pupils' mental development and their acquisition of the basic concepts in their own culture. Indeed, most of the teachers contacted during this study said that at this early stage of pupils' life, mental development and concept formation can best be achieved if the local languages were the media of instruction.

2. PROBLEMS ARISING FROM ENGLISH MEDIUM

The items in the questionnaire which investigated those problems which teachers meet in using English for instruction were 8, 9 and 11. However, it is a well known fact that even without the study of this nature, the greatest problems faced by any teacher who uses a foreign language in teaching are those which relate to the break down in communication. Consequently, it was not surprising to see that even in this study 313 teachers (78%) indicated, through item 11, that break down in communication between their pupils and themselves was their biggest problem.

The results given in item 8 also emphasized the gravity of the above stated problem. In this item 364 teachers (91%) revealed that they very often used a local language in order for them to succeed when teaching pupils in Grade I. Similarly 356 (89%) and 292 teachers (73%) said that they also did likewise when teaching pupils in Grade II and Grade III respectively.

Nonetheless, there is one thing that can be learnt from the change in the numbers of teachers, as given in item 8, regarding the use of local languages. This is the fact that as pupils change to higher grades, teachers gradually make less use of the local language in the course of their teaching. A quick examination of this point in turn confirms the validity of the suggestion made in item 13 that the use of English medium must start at Grade III level. For the same reason, this is why 240 teachers (60%) indicated through item 9 that Zambian languages and not English, should be used as the media of instruction before Grade III.

3. USEFULNESS OF MATERIALS

Teaching materials are among the key factors which should make English medium succeed. Therefore, in order to find out teachers' problems which might emanate from this source, items 6, 14, 15 and 16 were included in the questionnaire.

In item 14, as many as 332 teachers (83%) pointed out that although the teaching materials were effective, they were in short supply. This fact was confirmed in item 15 where 316 teachers (79%) suggested that the situation could be improved if the materials were available in schools. The reasons given for the insufficiency of the materials in schools were the shortage of funds and poor methods of distribution. On the other hand, the effectiveness of materials was further stressed in item 16. Through this item, 332 teachers (83%) again showed that the use of English for instruction could definitely succeed if only the materials were always found in schools.

In anycase, the implication of the above information should be clarified. What the teachers seemed to mean by so saying is that the availability of materials in schools could make the English medium succeed if the use of it started at Grade III level. In other words, English as a subject must be taught first for two years before it can be used as a medium of instruction. Indeed, there is no doubt that this is an accurate interprelation of facts. For in item 6 too, 268 teachers (67%) indicated that, teaching children in English does not quicken their ability to understand other subjects. However, it should also be stated that in this same item (8), 132 teachers (33%) showed that learning English helps pupils to follow what is taught in other subjects. As a matter of fact, what these teachers seem to mean is that pupils are able to follow because of the current policy which allows them to use a local language when pupils fail to understand what they are trying to teach them through English. Without this policy, obviously, the situation would be different.

4. SUCCESS OF ENGLISH MEDIUM

Before the results revealed in this area are shown it should be understood that the questionnaire items which dealt with it were directed at finding out whether or not there were problems which prevented teachers from making English medium a success. Also to be recalled is the fact that there are factors upon which the success of the English medium must depend. These are teachers, materials and environmental conditions.

The position regarding teachers and materials has already been analysed above. As concerns the environmental conditions, there is only one important point which should

be remembered. Briefly, this is the fact that urban areas are more conducive to the success of the English medium than the rural parts of the country. The reason for this is obvious; English is used more often in the former places than in the latter.

Having said so, it should be stated that the items which investigated the possible problems from this source were 10, 17, 18, 19 and 20. And in doing so, the first thing done, was to find out what the situation was like at the beginning of Grade I. Consequently, item 10, which dealt with this problem area showed that 320 teachers (80%) were of the opinion that most children began Grade I without already knowing how to speak any English words. This same thing was indicated by 356 (89%) and 360 teachers (90%) for reading and writing respectively. As can be noticed, there is a small percentage of teachers in each case which indicated that there were some children who already knew the above named skills in English before they started Grade I. The children mainly meant here, were those living in the urban centres where pre-school facilities are available.

The above information regarding most children's lack of knowledge in speaking, reading and writing English words, clearly reveals that the problems of teachers in this regard start right from the very beginning.

In item 17, which investigated the success which might be made in reading and writing after Grade III, (three years of using English medium) 264 teachers (66%) showed that there were many pupils who did not master these two skills even after completing this level.

The reasons given for the pupils' failure in both cases, were the shortage of materials, poor methods and the strange nature of the English Language. For instance, while the syllable sounds of Zambian languages always remain the same, those of English do not behave in the same way.

For all the skills, the situation was made worse because chances of re-inforcement outside school were very few. This fact was revealed in item 19 where 260 teachers (65%) pointed out that most children did not usually speak English outside the classroom. Similarly, 284 teachers (712) indicated that no reading was done out of school while the same thing was said about writing by 336 teachers (842). In order to rectify the situation, 248 teachers (62%) indicated, through item 18 that, pupils would do better if they first mastered the skills of reading and writing in their local languages before embarking upon them in English.

Item 20 was intended to find out the teachers' overview assessment of English medium. Somehow, the results from it were very surprising. This is because, although the general impression one gets from the data indicates that English medium was not used successfully, the teachers through this item (20) showed that the opposite, in fact was the case. The teachers who chose the positive answer were 248 (622) while those who chose the negative one numbered 149 (37%).

Two interpretations can be made from this information. The first one is that the teachers with the positive answer believed that English medium was successfully used because of the context in which it operated. As can be recalled,

English medium was interchangebly used with the local languages, as spelt out by the Educational policy of Zambia. Secondly, it would seem that we have a conflict between the evidence given in items 4 and 5 above and the answer to item 20 which perhaps could be accounted for by positive attitudes of teachers towards English medium. Somehow, the facts surrounding this point do not now seem to be very easy to reconcile.

B. RESULTS FROM CLASS OBSERVATIONS

Results from class observations were analysed in terms of urban and rural schools. Responses are first shown according to the total number of classes of each grade and then the average number of responses per class is also given. After this, results from the urban and rural schools are compared.

1. RESULTS FROM URBAN SCHOOLS

At each of the 5 urban schools, three classes were observed. As already said in chapter III, these classes were one of each from Grade I through to Grade III. This means, for instance, that one class of Grade I was observed at 5 different schools. This same thing was done for Grades II and III. And as a period of 30 minutes was spent in each class, this also means that a total number of 150 minutes were spent on class observations of 5 classes.

It should now be stated that all the teachers of Grade I, at the 5 schools, used a local language for a total number of 35 times because they failed to communicate with their classes in English. Grade II teachers used it 33 times while teachers of Grade III did likewise 19 times.

The average for each grade was 7 ($23\frac{1}{3}$%), $6\frac{3}{5}$ (22%) and $3\frac{4}{5}$ (or $12\frac{2}{3}$%).

Similarly, the same thing happened with pupils. So that [illegible]t all the Grade I classes at the 5 schools failed to understand the teachers' questions asked in English for a total of 49 times. This was the same with their counterparts in Grades II and III; where in each of these classes, pupils failed to respond for 47 and 26 times respectively. The average numbers of responses for the three grades individually were $9\frac{4}{5}$ ($32\frac{2}{3}$%), $9\frac{2}{5}$ ($31\frac{1}{3}$) and $5\frac{1}{5}$ ($17\frac{1}{3}$%) in an ascending order.

2. RESULTS FROM RURAL SCHOOLS

For each of the 5 rural schools, the same procedure as shown above in paragraph II of this chapter was followed.

From these schools results showed that all the teachers of Grade I used a local language for a total number of 60 times while Grade II and Grade III teachers used it for 48 and 40 times respectively. Their average responses per class were 12 (40%) $9\frac{3}{5}$ (32%) and 8 ($26\frac{2}{3}$).

In the case of pupils, all the Grade I classes at these 5 rural schools failed to respond 32 times. Again, this was the same for Grade II and Grade III classes which also did not respond to their teachers' questions asked in English 67 and 60 times respectively. Here too, the average numbers of responses for each of these classes were $16\frac{2}{5}$ ($54\frac{2}{3}$%), $13\frac{2}{3}$ ($44\frac{2}{3}$) and 12 (40%).

3. RESULTS FROM URBAN AND RURAL SCHOOLS COMPARED.

A quick look at the results from both the urban and rural schools reveals some differences. First of all, one notices that in both the urban and rural schools, teachers of Grade I classes used a local language for the greatest number of times in order to communicate with pupils after failing to do so in English. Next to them, were teachers of Grade II classes while those for Grade III classes were the least.

Secondly, one also notices that in both the urban and rural schools, pupils in Grade I classes failed to understand what teachers said in English the greatest number of times. As in the case of teachers, their counterparts in Grade II were the next while those in Grade III had the smallest.

Then, thirdly, one sees that there were differences between the urban and rural schools in terms of results regarding both the teachers and pupils. In the case of the teachers, for example, one sees that those teaching in the rural schools made use of a local language a greater number of times than their counterparts in the urban schools. Similarly, pupils in the rural schools failed to understand what the teachers said in English more frequently than their urban counterparts.

From the information given above, two facts come out very clearly. The first one is that whether in the urban or rural schools, most problems in the English medium are met by teachers and pupils alike in Grade I classes. But these problems get fewer and fewer as pupils move from Grade I through to Grade III.

Secondly, one also notices that communication problems in English medium, are experienced more in the rural schools than in the urban schools. Obviously, this is due to the fact that less English is generally used in the rural parts of the country than in the urban centres.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

The first concern of this chapter is to sum up the main points covered in this report. The second one is to show the writer's conclusions and recommendations on the issues considered to be of great importance.

(A) SUMMARY

The first chapter states the problem which the researcher set out to investigate. It shows this as 'The use of English as a medium of instruction in the lower primary of Zambia's Educational System.' In other words, it sets out this as the researcher's purpose in this study. The details of the chapter are dealt with under four sections namely; Historical background, English as a medium of instruction, Objective of the study and significance of the study.

Under the first section (historical background) the chapter discusses the language situation and policy both as they were before and after the attainment of independence, with regard to education.

It points out that during the colonial period, especially from 1924 to 1963, the official language was English. The governed people (Africans) were however, left free to use their languages in their daily lives. Nonetheless, the local languages were spoken according to tribal areas. The chapter goes on to say that as there was no common local languate, therefore, four regional languages (Icibemba, Icinyanja, Icitonga, Silozi) which were

widely spoken in their respective areas were chosen to be used and taught in schools. At the primary level, each one of them was used as a medium of instruction and at the same time taught as a subject. At the Upper Primary level (and Secondary for Icibemba and Cinyanja) they were only taught as subjects. Meanwhile, English was taught in the lower Primary for two years. From the Upper primary level onwards, it became the only medium of learning.

Discussing English as a medium of instruction, under section 2, the chapter first explains why English was made the language of learning after Zambia became independence. It says that this was largely because the country is multi-lingual and also because English is an international language. After this, the chapter now shows how the 'English Medium Programme' was put into motion; especially from 1966 when the English Medium Centre, which later became the Curriculum Development Centre, was established. It says that even though the start was very good, English medium did not later operate without some problems and criticisms. The problems encountered were the shortage of personnel and materials, both at the Curriculum Development Centre and in the field. The criticisms came from people who did not see any justification for using a foreign language in education. Such people said that this was bad not only because children's culture was interferred with but because their mental development was also retarded.

Nevertheless, the chapter goes on to indicate that even if English was made the medium of instruction, Zambian languages were not forgotten in educational circles either. For, in fact, their number was increased

from 4 to 7 by adding to it Kikaonde, Lunda and Luvale. All of them were taught both at Primary and Secondary levels. At the university, they were studied through the linguistics of Bantu languages.

When discussing section 3 (objectives of the study), the chapter states that in order to dig out the truth about the complaints made on the use of English as medium of instruction, the researcher decided to carry out a study of this nature. It goes on to say that the objective of the study was two-fold. First, it was to discover the problems which teachers faced because of teaching pupils in English at the lower primary level. Secondly, it was also to investigate the difficulties which pupils met because of learning through English.

As for the significance of the study (which falls under section 4) the chapter declares that because the researcher was working at the Curriculum Development Centre, it was part of his duty to get at the true facts in all matters relating to education. And if as a result some mistakes became apparent, steps would be taken to put the situation right. For instance, a study of this nature could in the end help him to design remedial work for both teachers and pupils.

Chapter two, discusses what some other writers have said about using a foreign medium in education. Before it gives details, however, it explains the complexity of the language situation in Zambia; starting from the time when formal education was introduced into the country. It points out that, in as far as African education was concerned,

the position of languages in school was first decided by the 'Phelps-Stokes Report' of 1925. It was this report, in fact, which chose Icibemba, Icinyanja, Icitonga and Silozi as the only local languages which were to be used and taught in African schools. Further more, this was the same report which recommended that English would first be taught in the last 2 years of lower primary (Standard I and II by then and now Grade III - IV) before it could replace the local languages in being used as a medium of instruction.

This chapter reveals that there were bodies like the 'Advisory Committee on Native Education in British Tropical Dependences' which very much wanted English to be quickly made the language of learning. Nonetheless, the language situation in the African schools remained more or less the same from the late 1920s to 1963. Mainly, this was so because the colonial rulers saw the importance of the indigenous languages in education. The chapter indicates that the firm stand of the colonial rulers on this matter was supported by recommendations made at some international conferences. For example, the 'International Institute of African Languages and Culture' (as said in chapter II) recommended, at the meeting it held in Rome in 1930 that, mother tongues in African Education must not be ignored. Thus, even as late as 1961, the Colonial Government turned down the proposal by some members of parliament in which they wanted English to be made the sole medium of instruction in the African schools.

From this point, this chapter shows how the idea of wishing to make English the only medium of instruction

gradually got consolidated. It says that the supporters of this idea wanted it to be so because they thought it could be less expensive to use only one language in schools than many. However, it was not until 1963 that the first major step was taken in this direction. The chapter shows that as by this year it became obvious that 'Northern Rhodesia' would soon be independent, therefore the 'UNESCO Planning Mission' recommended that English should become the medium of instruction in schools of the emerging republic. Consequently, even when Zambia became free, the above recommendation by Unesco, was one of the things which encouraged the new Black Government to legalize English as the medium of instruction throughout the country's educational system.

Lastly, chapter II deals with what happened after the 'English Medium Programme' was launched. It simply elaborates what chapter I touched upon. In short it highlights the good start that was made and then the difficulties which later beset the English Medium Programme. So, once again, even chapter II says that the main problems which were experienced in the use of English as a language of learning were the shortage of personnel and teaching materials. And as for the real classroom situation, the chapter names breakdown in communication as an additional problem for both teachers and pupils.

The third and fourth chapters are concerned with the collection and analysis of data. The points discussed in them are summarized at the same time here because of the sameness of the subject they dealt with.

However, when discussing the collection of data, chapter 3 shows that this was done through questionnaires and class observation. It indicates that during data collection by the questionnaire, two methods were used.

In the first method, the researcher visited target schools in Luapula and Lusaka Provinces. The teachers at the visited schools answered the questionnaires after they had been briefed. In the second method, the researcher posted 50 questionnaires to each of these Provinces: Western, Eastern, Central, Southern, North-Western, Copperbelt and Northern. The respective Chief Education Officer in each Province was asked to let his Primary School Inspector give the questionnaire papers to teachers at the chosen schools so that they could answer them. Fortunately all, but Northern Province, sent back the questionnaires in time.

After this chapter 3 points out that the collection of data by class observation was only done in Lusaka Province. It says that the main reason for this was because urban and rural conditions in Zambia were known to be more or less the same everywhere.

In any case, it further shows that 10 schools were visited for the purposes of collecting data through class observation. Five of these schools were chosen from the urban areas of Lusaka Province which the other five were selected from the rural parts of this same Province.

At each of these schools, three classes (one from Grade I through to Grade III) were observed. During observations, responses were recorded in two ways. First, the researcher marked one stroke for each time a teacher

used a Zambian Language. Secondly, he did the same each time pupils failed to answer the teacher's question because they did not understand what he said in English. The recording of responses was done at intervals of 5 minutes in a class period of 30 minutes.

Chapter IV shows how the researcher went about data analysis. And the first thing it indicates is that in the data analysis too, everything was done by dealing with the questionnaire and class observation separately.

The results from the questionnaire were analysed by arranging them according to four problem areas which the 20 questionnaire items investigated. These were:

1. teacher's personal attitude towards English;
2. problems arising from English medium;
3. usefulness of teaching materials;
4. success of English medium.

Each of these areas was probed into by some items. And, as there were 400 respondents, the results were revealed by the number of responses for each option of each item.

For class observation, chapter IV indicates that the researcher analysed the results by first dealing with urban schools before rural schools were attended to. However, the results from the two environments were compared. This was done for the purposes of trying to arrive at certain conclusions.

But in both cases, total responses of teachers and pupils respectively are shown for all the five schools. After this, averages are indicated in each case in order to show the responses of the teacher and pupils per class as were given in 30 minutes.

(B) CONCLUSIONS

From what can be noticed from this study there are five conclusions which should be drawn.

And the first one is that the researcher has proved that there were definitely some problems which both teachers and pupils faced in the use of English as a medium of instruction. Such problems, apart from the obvious one of breakdown in communication, were those which arose from the inadequate supply of materials. During the time of the study, this problem was very serious. For instance, in many schools the researcher visited, it was not uncommon to find as many as five children sharing one class reader. This situation was even worse in rural areas than in the urban centres.

Secondly, it should be stated that although English was supposed to be used for both teaching and learning in class, this was practically not the case. Mostly, both teachers and pupils were using a local language in order to communicate effectively. Once again, less English was used in rural schools than in schools of the urban areas. In both cases, however, teachers were forced to use less English because pupils were unable to understand most of the things which were taught through it.

Thirdly, the study has revealed that most Zambian teachers at primary level did not have any negative attitudes towards English as a language. In other words, they no longer look at it as a foreign devil which must be thrown away. In short, English has been accepted by them as one of the languages which Zambia must continue to have. And because of this reason, they very willingly and

happily teach it and even use it for instruction wherever possible.

Fourthly, it must also be pointed out that despite teachers' positive attitudes towards English, most of them were against the idea of using it as a medium of learning from the very beginning of Primary education. What they would like to see is that, teaching English as a subject should start first in Grade I, while using it as a medium of instruction must begin from Grade III level.

The fifth and last point that has been brought out by the study is the fact that most Primary teachers in this country, were not sure whether or not they had successfully used English as a medium of instruction. In one way, they indicated that they did not succeed in this because of the insufficient supply of teaching materials. In yet another, they showed that they were successful within the context of the current educational policy; which allowed them to use both English and a local language in the course of teaching. However, the question which they seemed to suggest is: "could English alone be successfully used if teaching materials were always available?"

(C) RECOMMENDATIONS

In view of the conclusions given above, the writer wishes to make the following recommendations that:

1. in order to lessen the problems which teachers and pupils face because of teaching and learning through English respectively, the Ministry of Education in Zambia should ensure the availability of materials in schools;

2. while it is appreciated that every child in Zambia should know English, for pedagogic and cultural reasons, English must not be the medium of instruction in the first two years of Primary education. As teachers recommended, while teaching it should begin in Grade I, using it as a medium should start from Grade III level. This is important so that pupils can find it easy to understand concepts in subjects like Arithmetic.

3. in order that children should master the skills of reading and writing, they should first learn how to read and write Zambian languages before they do so in English.

4. if the present policy has to continue (that is using both English and local languages, side by side when teaching) then the writer strongly recommends that future researchers should try to find out whether or not pupils at primary level can successfully be taught through a "dual medium." This is especially where one of the two languages is foreign.

APPENDIX A

The main local languages of Zambia and areas where they are spoken.

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APPENDIX B

PRIMARY SCHOOLS WHOSE TEACHERS ANSWERED QUESTIONNAIRES

PROVINCES	NAMES OF SCHOOLS			RESPONDENTS
Luapula	Mansa Mibenge Mabumba	Samfya Kasoma Mutende Muwang'uni	Senama Chakopo Chisembe	50
North-Western	Kikombe Solwezi Mujimanzovu Kimasala Kimasala	Kyafukuma Kapijimpanga Kabompo Chiweza Mwinilunga	Kaleni	50
Eastern	Anoya Hill side Nyimba Walela	Magwelo Maguya Feni Sanjika	Katete Kagoro	50
Copper-belt	Lubuto Chambeshi Chibuluma Twapya	Chibolya Mpatamato Kansuswa Natwange	Maiteneke Kabundi	50
Central	Mukobeko Chindwini Bulungu Kawama	Ngungu Buseko Musoka Mumvule	Kafululu Nachiyaba	50
Southern	Shungu Namatama Syanalumba Christ The King	Green acres Mwaata Rusangu	Dambwa Choma Chikankata	50
Western	Mongu Tungi Kanyonyo Imwiko	Mulambwa Malengwa Mulamatila Longe	Nalionwa Sefula	50
Lusaka	North mead Chinika Mukandawire Hoodlands A	Lotus Jacaranda Kasamba Chibolya	Chitanda Thorn Park	50
TOTAL 8				400

APPENDIX C

RESEARCH PROJECT REGARDING PROBLEMS FACED BY TEACHERS AND PUPILS IN USING ENGLISH AS MEDIUM OF INSTRUCTION: PREPARED AND UNDERTAKEN BY F.M. MUNUNGWE - ENGLISH CURRICULUM SPECIALIST - MAY TO JUNE, 1982.

This questionnaire is intended to evaluate the success of using English as a medium of instruction in the first three grades of our Primary Education. You are therefore asked to answer all the questions that follow very truthfully. In doing so, you will not only give the researcher correct and true answers but you will also be one of the people who will have helped to put the situation right when the truth is known.

Now, answer the following questions:

1. Are you a trained teacher?
   (a) Yes ☐ tick thus ☑ in the appropriate box.
   (b) No ☐

2. Write the name of the
   (a) school, ----------
   (b) district, ----------
   (c) Province, ----------
   where you teach.

3. For how long have you
   (a) taught English as a subject? ----------
   (b) used English as a medium of instruction? ----------

4. Do you like teaching English in Grades I - III?
   (a) Yes, because ----------

   (b) No, because ----------
   ----

5. Do you like using English as a medium of instruction in these grades?
   (a) Yes, because ----------

   (b) No, because ----------
   ----

6. If your answer in 5 is 'Yes', would you say teaching of other subjects through English quickens up pupils' learning ability?

(a) Yes, because ----------

(b) No, because ----------

7. If your answer in 6 is 'Yes', from what grade does it start to be so?

(a) Grade I ☐

(b) Grade II ☐

(c) Grade III ☐

8. If your answer in 5 above is 'No', how often do you use a Zambian Language to make children understand what you are teaching them?

Grade I: Quite often, Very often Not often

Grade II: Quite often, Very often Not often

Grade III: Quite often, Very often Not often

9. If your answer in 5 above is 'NO', would you like Zambian Languages to replace English?

(a) Yes, because ----------

(b) No, because ----------

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10. Speaking from your experience, have there been any pupils at the beginning of Grade I who had already known how to speak, read and write some English words before learning them in class?

	Speaking	Reading	Writing
(a)	Nobody	Nobody	Nobody
(b)	Just a few	Just a few	Just a few
(c)	Many	Many	Many

11. What do you think is the greatest problem faced by pupils at this level in learning through English?

(a) They don't like English.

(b) Most of them don't understand what teachers say because English is a new language.

(c) They are just too dull to learn.

(d) Teachers don't teach them properly.

12. Do you think using English as a medium of instruction and learning it as a language should all come at the same time?

(a) Yes, because ----------

(b) No, because ----------

13. If your answer in 12 is 'No', which of them should start first? When should it start? When should the other begin?

(a) ----------

(b) ----------

(c) ----------

14. Speaking from your experience and in case you are in favour of English medium, would you say the ZBC materials used at present are sufficient and effective enough?

(a) Yes, because ----------

(b) No, because ----------

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15. If your answer in 14 is 'No', what would you suggest should be done? I suggest that ----------

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16. If your answer in 14 is 'Yes', would you say that if the instructional materials were always available English Medium in these grades could definitely succeed?

(a) Yes, because ----------

(b) No, because ----------

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17. It has been said that many pupils are unable to write anything on their own even after Grade III. The reason for this is that they start reading and writing English first before they do so in Zambian Languages. What would you say about this?

(a) Yes, this is true because ----------

(b) No, this is not true because ----------

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18. If your answer in 17 is 'Yes', would you say they could do better if they started reading and writing first in Zambian Languages?

(a) Yes, because ----------

(b) No, because ----------

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19. Apart from the classroom, do children in these grades have chances of speaking, reading and writing English anywhere?

	Speaking	Reading	Writing
(a)	Yes	Yes	Yes
(b)	No	No	No
(c)	Sometimes	Sometimes	Sometimes

20. Speaking as a teacher, what general comments would you make about using English as a medium of instruction in these Grades?

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